

T E MABRY JUNIOR HIGH

10 West Miller Street
Inman, South Carolina 29349

GRADES 7 8 Middle School

ENROLLMENT 420 Students

PRINCIPAL Cathy C. McMillan 864-472-8402

SUPERINTENDENT Dr. James A. Littlefield 864-472-2846

BOARD CHAIR Henry T. Gramling 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 0 | 17 | 25 | 5 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

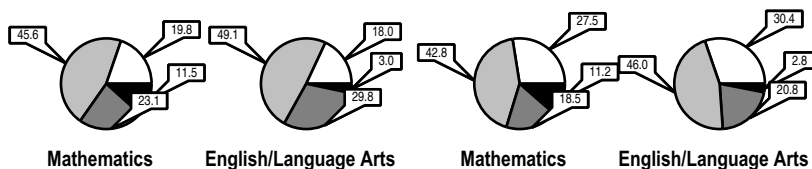
FOR MORE INFORMATION, VISIT WEBSITES AT:




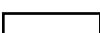
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Unsatisfactory | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Below Average | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 39 | 186 | 106 |
| Percent satisfied with learning environment | 92.3% | 79.5% | 85.4% |
| Percent satisfied with social and physical environment | 100.0% | 83.8% | 69.2% |
| Percent satisfied with home-school relations | 79.5% | 91.2% | 85.8% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 425 | 100.0 | 18.0 | 49.1 | 29.8 | 3.0 | 32.8 | 17.6 |
| Gender | | | | | | | | |
| Male | 209 | 100.0 | 24.6 | 49.2 | 24.6 | 1.5 | 26.2 | 17.6 |
| Female | 216 | 100.0 | 11.8 | 49.0 | 34.8 | 4.4 | 39.2 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 336 | 100.0 | 13.2 | 50.2 | 32.9 | 3.8 | 36.7 | 17.6 |
| African-American | 68 | 100.0 | 39.7 | 42.9 | 17.5 | N/A | 17.5 | 17.6 |
| Asian/Pacific Islander | 9 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 12 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 342 | 100.0 | 11.7 | 49.5 | 35.1 | 3.7 | 38.8 | 17.6 |
| Disabled | 83 | 100.0 | 45.9 | 47.3 | 6.8 | N/A | 6.8 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 425 | 100.0 | 18.0 | 49.1 | 29.8 | 3.0 | 32.8 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 425 | 100.0 | 18.0 | 49.1 | 29.8 | 3.0 | 32.8 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 201 | 100.0 | 26.3 | 54.2 | 19.0 | 0.6 | 19.6 | 17.6 |
| Full-pay meals | 224 | 100.0 | 11.4 | 45.0 | 38.6 | 5.0 | 43.6 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 425 | 99.8 | 19.8 | 45.6 | 23.1 | 11.5 | 34.6 | 15.5 |
| Gender | | | | | | | | |
| Male | 209 | 99.5 | 21.5 | 42.1 | 22.1 | 14.4 | 36.4 | 15.5 |
| Female | 216 | 100.0 | 18.1 | 49.0 | 24.0 | 8.8 | 32.8 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 336 | 100.0 | 16.9 | 46.4 | 23.5 | 13.2 | 36.7 | 15.5 |
| African-American | 68 | 100.0 | 33.3 | 47.6 | 14.3 | 4.8 | 19.0 | 15.5 |
| Asian/Pacific Islander | 9 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 12 | 91.7 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 342 | 100.0 | 13.2 | 46.5 | 26.5 | 13.8 | 40.3 | 15.5 |
| Disabled | 83 | 98.8 | 48.6 | 41.9 | 8.1 | 1.4 | 9.5 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 425 | 99.8 | 19.8 | 45.6 | 23.1 | 11.5 | 34.6 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 425 | 99.8 | 19.8 | 45.6 | 23.1 | 11.5 | 34.6 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 201 | 99.5 | 27.9 | 49.2 | 17.9 | 5.0 | 22.9 | 15.5 |
| Full-pay meals | 224 | 100.0 | 13.2 | 42.7 | 27.3 | 16.8 | 44.1 | 15.5 |

Abbreviations for Missing Data

| | | | |
|---------------------------|--------------------------|-------------------------|--------------------------------|
| N/A Not Applicable | N/C Not Collected | N/R Not Reported | I/S Insufficient Sample |
|---------------------------|--------------------------|-------------------------|--------------------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 213 | N/A | 18.0 | 50.2 | 28.0 | 3.8 | 31.8 |
| | Grade 8 | 182 | N/A | 21.4 | 46.7 | 26.9 | 4.9 | 31.9 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 220 | 100.0 | 15.6 | 44.9 | 35.6 | 3.9 | 39.5 |
| | Grade 8 | 205 | 100.0 | 20.6 | 53.6 | 23.7 | 2.1 | 25.8 |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 213 | N/A | 34.1 | 32.2 | 16.6 | 17.1 | 33.6 |
| | Grade 8 | 182 | N/A | 25.8 | 48.4 | 17.6 | 8.2 | 25.8 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 220 | 99.5 | 17.6 | 39.5 | 27.3 | 15.6 | 42.9 |
| | Grade 8 | 205 | 100.0 | 22.2 | 52.1 | 18.6 | 7.2 | 25.8 |

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n= 420) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 9.5% | Down from 11.1% | 16.2% | 14.4% |
| Retention rate | N/A | N/A | 2.3% | 2.3% |
| Attendance rate | 95.2% | Down from 95.8% | 95.4% | 95.2% |
| Eligible for gifted and talented | 20.1% | Up from 0.0% | 16.2% | 13.6% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 18.2% | Up from 17.0% | 14.9% | 14.1% |
| Older than usual for grade | 1.4% | Down from 2.5% | 4.8% | 4.9% |
| Suspended or expelled | 0.2% | No change | 1.3% | 1.3% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|---------------------|-----------|-----------|
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 52.9% | Down from 58.1% | 49.0% | 47.1% |
| Continuing contract teachers | 82.4% | Down from 87.1% | 85.5% | 82.5% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 92.0% | Up from 88.9% | 86.3% | 84.3% |
| Teacher attendance rate | 96.6% | Up from 96.1% | 95.3% | 95.0% |
| Average teacher salary | \$40,054 | Up 1.0% | \$40,369 | \$39,924 |
| Prof. development days/teacher | 8.4 days | Down from 15.2 days | 10.5 days | 10.7 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 3.0 |
| Student-teacher ratio | 18.6 to 1 | Down from 22.9 to 1 | 21.7 to 1 | 21.0 to 1 |
| Prime instructional time | 91.2% | Up from 90.8% | 89.0% | 88.9% |
| Dollars spent per pupil* | \$6,729 | Up 5.9% | \$5,659 | \$5,854 |
| Percent spent on teacher salaries* | 60.8% | Down from 62.5% | 62.3% | 62.0% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 94.5% | 94.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Hooray for Mabry and the Red, Write, and You" was our theme for the 2002-2003 school year. We emphasized writing through a partnership with USC-S as their first partnership school. We continued in our mission to provide a quality education for middle school students and enjoyed much success. Our school maintained its accreditation with SACS and continued its deregulated status with the Department of Education.

We are proud of the Red Carpet Award we received. Thanks to the PTO and our business partner, Milliken Chemical, for helping us achieve this award. Students, staff, and parents supported the March of Dimes, Leukemia Society of SC (Pennies for Patients), Children's Shelter, the Humane Society, servicemen and women, and needy families at Christmas. We continued to emphasize and expect good character from students and recognized "Cubs with Character" over 650 times. Thanks to our corporate sponsors, McDonald's and Pizza Hut, for making this possible.

Mabry students were top winners again in the Lt. Governor's Essay contest and the Milliken Art Gallery contest. Eleven students were SC Jr. Scholars and three were Duke TIP Scholars. Forty-six students were inducted into the Jr. Beta Club. Miss Susan Sawyer was named Mabry's Teacher of the Year. She was also named SC Business Educators Middle School Teacher of the Year. Our school web site was recognized with a Merit Award from the SC Association of Public Relations. Jane Enloe was named one of 100 Palmetto Gold Nurses for the state. Mrs. Dana Edwards and Mrs. Kathie Lindsey received a Palmetto Pride grant for recycling and beautification.

Our student athletes set good examples for teamwork and finished with competitive records in all sports. Students competed successfully in team and individual sports with Chapman High School in tennis, track, softball, and baseball. Our fine arts program continues to be an important part of our curriculum as over 54% of our students participate in visual or performing arts. Strings, band, and chorus groups received many awards at various competitions. Many thanks to our supporters.

During these times of economic uncertainty, our school staff pledges to strive for even greater gains in student achievement and success in all areas of the school program. An instructional focus for next year will be reading in all subject areas. We will continue to focus on providing the best educational program possible with the resources, determination, and creativity our staff, students, and community possess.

Cathy C. McMillan, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.